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ABSTRACT

This overview of the treatment of ethnic minorities in the curricula of library schools includes a brief review of research on sexism, racism, and library services for minority groups; a discussion of library school programs for minority students; and an examination of contemporary library school course content in which courses covering topics related to library services for ethnic groups are listed. Special contemporary problems related to training librarians for services to minority groups are considered, and a set of general guidelines for multiethnic education are discussed with regard to current library education practices. The question of whether library education for ethnic minorities should be integrated with the rest of the library science curriculum is addressed, as well as the issue of the place of ethnic concerns within the library education context. A detailed curricular model for library services to ethnic groups is then presented in which the nature of an integrated library curriculum is defined and 13 separate ethnic curriculum components are described, with objectives, techniques, and outcomes outlined for each. A 15-session model course of study is also given, and a bibliography is attached. (JL)

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ETHNICITY IN LIBRARY SCHOOLS:

GUIDELINES AND CURRICULAR MODELS

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I. INTRODUCTION

Racial and ethnic minorities, described by the more euphemistic phrase, "the disadvantaged", made a serious impact on the library profession, its professional organization and the Schools of Library and Information Science. There is even hope that the White House Conference on Libraries will set aside some significant time slots to discuss library services to ethnic groups in the local communities.

Our concern here is to dwell on the current treatment of ethnic minorities in the curricula of library schools. The resolutions approved by the AIA membership in 1976 - 1977 dealing with the promotion of awareness of racism, sexism, discrimination, prejudice and stereotyping, threw down the gauntlet to library schools to deal with these problems in their curricula.

In a survey conducted in 1976 by Bruce A. Shuman on Intellectual Freedom courses in library schools¹, he found that, with widespread variation, "less common topics . . . are media censorship, sexism, racism, and stereotyping (in library materials) . . ." A more recent unpublished report by Marchant & Lebare on "Library School Instruction in Sexism / Racism / Discrimination Awareness"², concluded that:

Library schools (42 out of 64 accredited schools) feel that they are responding to the need for . . . awareness training in library education. While many library schools feel that a specific course dealing with these topics is unnecessary, they would like to increase their emphasis within the existing curriculum and would encourage faculty attendance at an AALS sponsored workshop.

There was some resistance to this proposal on the grounds that it impinged on academic freedom of each institution to make its own decisions without the pressure of activist demands. Some others felt that the impact of a one-year program is minimal.

While ALA is preparing a more systematic set of guidelines dealing with sensitivity to racism and sexism, let us examine what library schools have done about incorporating into the curriculum substantive segments dealing with library materials and services to the ethnic minority groups in the local community. Response to pressures of the 60's and 70's to train librarians in skills and attitudes for library services to the disadvantaged have been systematically reported. Coupled with these responses were the efforts made to recruit minorities for training as library professionals who could deal more effectively with the ethnic groups which they represented.

When 300 librarians were polled on the future of library education by use of the Delphi Method in 1975,³ the responses relating to "Library Developments With Implication for Library Education" rated as highly desirable:

- 68% - - expansion of outreach programs
- 89% - - integration of outreach into general library service

On the probability of achieving each of the above items:

- 59% - - were for expansion; and only
- 50% - - were for integration

With respect to emphasis on foreign language skills:

- 60% - - thought these were highly desirable
- 38% - - thought there was not much probability of this happening

With respect to the role of the user, greater emphasis was given here and less

on the type of the library as the focus of service.

- 66% -- felt that extensive recruitment of minorities was probable (students).
- 60% -- felt that affirmative action in faculty recruitment was probable, and that more members of minority groups would be found on these faculties.
- 68% -- indicated opinions about recruiting that favored more aggressive and sophisticated recruiting, especially of minorities.
- 69% -- believed that a greater emphasis on extensive recruitment of minority students was desirable; slightly less,
- 66% -- believed it probable.

Thomas J. Calvin⁴ predicts a fundamental alteration in the character of library services. This may be achieved by moving from a materials-centered library to a truly client-centered mode of operation. Furthermore, in time, client satisfaction will become the basic measure of performance. The implications here for library education indicates a broader based education for a wide variety of agencies, organizations and environments.

In her study on "Multi-cultural Graduate Library Education", Jane Robbins Carter⁵, after an extensive discussion of the need for minority recruitment of library school students, concluded that:

Course content emphasizing intercultural communications is essential in today's librarianship curriculum. It can help sensitize the predominantly white, middle class student body to the perceptions of minority groups to the profession of Librarianship. Such course content is especially useful when ethnic students such as Italians or Poles interact with other minority group students. It is important that differences between race-based discrimination and cultural or economic-based stereotyping be confronted in the academic setting. The purpose of integrating such course content into the librarianship curriculum . . . is . . . to equip students with the skills in communication which they will find necessary as members of a service-based profession.

In a study of alternative specialties in library education⁶, the following courses related to current social concern were identified:

1. Five schools reported courses of study dealing with ethnicity.
2. Fewer than five schools reported on separate courses dealing with social issues, gerontology, urban programs, drug information, handicapped and prison services.

In his survey of minority programs (1974 - 1975) in selected library schools, Herman L. Totten⁷ found that "those library schools which did not initiate separate programs for minority students were notably more successful than those which did." In his opinion, the most successful program would have the regular classes combined with one or two electives designed for the special needs of minority students. Five schools are cited as having instituted special programs for training minority librarians, i.e., Columbia University School of Library Service, Indiana University Graduate Library School, Queens College of City University of New York, University of Texas at Austin and University of Wisconsin - Milwaukee School of Library and Information Science.

The most comprehensive survey of the response made by library educators to the problem of serving the disadvantaged was completed in 1971 by Margaret E. Monroe.⁸ A total of 114 courses reported by 55 instructors from 35 library schools gave full or partial attention to services for the disadvantaged. In this group of courses, there were four relevant categories identified:

1. Nine courses designed specifically for service to the disadvantaged.
2. Twenty-four basic courses required of all students gave particular attention to the disadvantaged.

3. The cluster of traditional electives dealing with service to children and youth in public and school libraries provided 52 courses where special segments included the disadvantaged.
4. Eleven courses dealing with some aspect of adult services relating to the disadvantaged were also reported.

Finally, there was evidence that in a random selection of other electives, focus on the disadvantaged was included. This all provides us with a rough estimate of library education's response to this critical social need.

All of the writers cited above show consensus on the imperatives of education for library services to ethnic groups. Indeed, the future of services to the ethnic community depends substantially upon well-planned, creative and ethnic oriented programs in library schools.

We have made a survey of the recent catalogs of fifty-eight American library schools to determine the number of course listings which indicated offerings in ethnic, community or outreach library services. We found that thirty schools had no specific indication of ethnic or community services in their course titles or descriptions, although some did mention them in their statement of purpose, or goals and objectives. There were eleven courses that specifically mentioned ethnic materials or services in their titles, and eighteen courses that included services to ethnic groups among others in the community.

Ethnic Materials and Services

Library Services to Ethnic Minority Groups

Afro-American Literature

Ethnic Materials for Children and Young Adults

American-Indian Bibliography

Afro-American Bibliography

Library Services to Ethnic Communities

Ethnic Collections and Publications

Afro-American Materials

Literature of Minority Groups

Literature of Ethnic Groups

Library Materials and Services for Minority Groups

Community or Outreach Services

Urban Public Libraries

Library Service to Special Population Groups

The Library in the Social Revolution

Seminar in Modern Urban Libraries

Seminar in Library Service to the Disadvantaged

Library Services for People With Special Needs

Issues in Librarianship

Library Service to Special Groups

Problems and Studies in Librarianship

The Library in the Community

Library Service to the Disadvantaged

Public Libraries and Community Information Centers

The Library in the Changing Social Scene

The Library as a Political and Social Agency

Cultural Area Materials

Library in Society

The Library in Society

Community Information Sources and Services

This evidence seems to indicate some but no overwhelming clear commitment to ethnic services on the part of the majority of accredited American library schools.

II. SPECIAL PROBLEMS TODAY

While the evidence presented above can be impressive in terms of showing that library education can be responsive to the needs of the disadvantaged and/or minority groups in shaping the curriculum, at the moment we are at the crossroads of indecision. Libraries and library schools are trying to hold their own in the face of disastrous economic pressures. In the face of a depressed job market we are reluctant and it is difficult to maintain our special concerns about service to racial and ethnic minorities.

The retreat to basics in our schools and colleges, together with the decline of federal programs to support innovation and creativity in serving the unserved (except for a strong move to deal with illiteracy across the country) have stalemated minority programs. Meanwhile the White House Conference on Libraries is scheduled for the end of October 1979 without a serious paper spelling out the role of ethnicity in librarianship. The concerns about a national information network seems to be overshadowing the basic needs of the average citizen, let alone the racial and ethnic minorities who need our help desperately as potential library users and supporters of library budgets in the urban centers of America.

At this point let us consider an entirely new approach in library school education. As indicated above, the resiliency in library school programs has

made room over the years for special attention to minority groups. However, by and large, it has been in the spirit of an add-on segment which is here today and may not be here tomorrow when new priorities develop. What we need is a new gestalt approach in training and library services. Ours is not only a multicultural but a multiethnic society. Cultural pluralism is the essence of today's societal concept. The day of the melting pot has long since gone. Never before has the multiethnic nature of America been more apparent. The efforts to cope with problems of minority groups has opened the door to the concept of ethnicity which highlights the existence of ethnic groups in this country. These are groups we should be studying and serving.

Our struggle to overcome racism, sexism, discrimination, prejudice and stereotyping may be vitalized by an integrated approach in our education for librarianship. Instead of add-on courses and special institutes which have contributed to the focus on ethnicity and librarianship, we should saturate the entire curriculum with the multiethnic concept of American society. This may seem a startling proposal in these hard times, but it is an approach which should be examined by a high-level task force coming out of the White House Conference on Libraries.

We don't have too far to go to discover that the National Council for the Social Studies has embarked on such a direction as suggested above. During the 1976 bicentennial year the Council issued a document which may be considered revolutionary in its content as well as implications. Here are some of its significant elements. The title of the document:

Curriculum Guidelines for Multiethnic Education: Position Statement⁹

It is based on the following premises:

1. Recognition of ethnic diversity in society
2. Reformation of total school environment.
3. Reforming course of study necessary but insufficient to carry out a multiethnic approach.
4. Focus is on Ethnic Pluralism and not Cultural Pluralism (deals with cultural contributions of all groups in society) in order to deal with contributions of ethnic groups and problems resulting from ethnic discrimination.
5. Educators in each subject area have responsibility for incorporating studies related to American ethnic groups into their units and lessons.
6. Teachers at all grade levels and beyond should reflect in their curricula and teaching, the ethnic diversity in America.
7. Ethnic studies are needed by all students regardless of ethnic, social/class or racial background.
8. Because ethnicity is important in the lives of many Americans, it is important that all members of society develop "ethnic literacy" or understanding ethnicity and/or ethnic groups.

May we apply any or all of the above premises to education for librarianship? Is there merit in the comprehensive overhaul of the curriculum so as to reflect the concept of ethnic pluralism which combines multiethnic, multicultural and multiracial features? Shall we reorganize the curriculum so that ethnic diversity is an integral, natural and normal component of educational experiences for all students? Is the ethnic content important in teaching basic library skills as it

is in teaching about social issues raised by racism and alternate ethnic life styles? Where do we go from here?

One specialist in the field of training Hispanics as library professionals, Armulfo D. Trejo¹⁰ feels that:

For most schools a modified program appropriate to the ethnic needs of the region is still in the distant future. Its implementation will take an informed citizenry with the dedication, skills and specialized knowledge to demand from library administrators that librarians be better educated to serve all the people of the community.

III. A SEPARATE OR INTEGRATED CURRICULUM?

Before attempting to identify and discuss some of the possible components of a curricular model for library services to ethnic minority groups, we must consider the form that this curriculum should take. We must address the problem of the manner in which the ethnic service units are to appear in the library school's entire educational program. Should the ethnic service portion of the curriculum exist as a set of separate elective courses for students who are interested in becoming community or outreach librarians? Or should ethnic components pervade a number of required and elective courses in the curriculum, making them accessible to all library school students? The question deserves careful consideration. For the character of the ethnic service education — and quite possibly its effectiveness — may be affected by the decision to isolate or to integrate the ethnic components with the curriculum. Furthermore, the eventual influence of ethnic library education on the practice of all library and information services, not only to ethnic groups, may be at stake. For if librarians are taught to believe that the proper place for ethnic services is in isolation from the regular library service program, then most likely they will

occupy a peripheral position in the library organizational structure. On the other hand, if librarians are taught that ethnic service concepts are important to most or all aspects of library services, chances are enhanced that ethnic services will imbue the entire service structure of the library.

At present, we can say with certainty that ethnic service components are usually segregated from the rest of the curriculum in most library schools; that they are compressed into specially designated courses on ethnic services and materials, or are included as part of the outreach or community services courses. There are good reasons why ethnic courses are considered to be different from the traditional courses of library education, and therefore are isolated from the regular curriculum. And many of these reasons can be traced back to the common origin of the ethnic courses as programs in federally sponsored training institutes.

It was no accident that many of the ethnic, outreach or community service courses in library schools' curricula began as programs of President Johnson's Great Society. In those halcyon days of socially oriented library programs, HEW's highest spending priorities were for library services to poor people, many of whom were members of ethnic minority groups. Most libraries did not have the resources to reach out to poor people, but LSCA, Title I, provided them the means to do so. More particularly, libraries did not have skilled personnel to assess and serve the needs of the poor, and HEA, Title IIB, Training Division, provided the incentive for library schools to educate ethnic specialists, outreach and community librarians. Most of these training institutes, encouraged by HEW guidelines, were conceived as being experimental

and innovative, a departure from the established practices of library education.

And many of the courses which started as institute offerings still bear the marks of their distinctiveness from traditional library educational programs

Not only did the participants of these institutes think of themselves as being different because of their special mission, the majority of students and faculty who followed the traditional ways of library education viewed them as being different too. And for good reasons. Institute students had a special status on campus; they received stipends and tuition remissions; they were usually involved in community based field work for which regular students were ineligible; and, they were frequently very visible on campus as a group, since many institutes had recruited members of minority groups as participants.

Also, there were sometimes deeply rooted ideological differences between the institute faculty and participants and the regular library faculty and students. Many times, the institute faculty were oriented to social issues, and dedicated to the initiation of change, sometimes of a radical nature, in library education. These views were not always shared by the majority of the library school faculty. Indeed, many regular faculty members were skeptical of the outcome of the institutes' deviations from established educational practices. They also sometimes questioned the permanence of the influence of the institutes' program on the regular curriculum. And the transient nature of the institutes were usually confirmed by the academic appointment of many institute teachers as visiting or adjunct faculty. While it would be misleading to say that most institute faculty believed in a common creed concerning library and information services in society, they did, for the most part share a belief in the need for change in the structures and services of libraries. This strong sense of a social mission was transmitted to the institute

participants

These participants were to be the agents of change in libraries, and they knew it.

It was not only the conflicting attitudes of the institute and the regular library school faculty and students that shunted special institute courses away from integration with the regular curriculum; there were administrative forces which contributed, too. In some cases, while the central administration of the university gladly accepted the federal funds for the institute, along with the overhead allowance in the budget, they adapted a wait-and-see stance toward the institutes. Since institute courses were presented to the university administration as being experimental, or at least non-traditional, they had to prove their academic merit before they could be taken seriously. So many institute courses were granted an ad hoc status in the curriculum. Then too, some institute programs contained the seeds of controversy which might grow into difficulties for the university administration. Properly seen, community service programs require a strong awareness of, if not the involvement of, the participants in community politics and social action. To work effectively in a community, skills such as community organization and knowledge of group dynamics had to be formally taught the participants; if not taught in the classroom, they would certainly be picked up in community work. Intense community involvement and commitment by the participants could, and sometimes did, embarrass the central administration of the university.

The academic process of approving institute-initiated courses sometimes marshalled against their inclusion in the permanent curriculum. Since many of the institute courses were of a provisional, or an ad hoc status, they

would sometimes be submitted to an interminable procedure of approval by all sorts of committees, faculty governing bodies, or both. The chances of survival of these institute courses were never propitious, especially when federal funds were no longer available for their support.

Not all hindrances to the integration of the ethnic components with the regular curriculum were due to their origin in special educational institutes. After all, a number of institute inspired ethnic, outreach or community courses have achieved a permanent status in library schools' curricula. As we see it, a far greater hindrance to the integration of ethnic service components with the regular curriculum is the reluctance of many faculty members to include those components in their regular courses. This reluctance seems to be rooted in two powerful causes of apprehension in many faculty members: misunderstanding of the nature of ethnic library services, and the threat of intrusion into their academic freedom.

There is a widespread confusion about the definition and significance of the word "ethnic" among sociologists, anthropologists, political scientists, educators and librarians. Certainly, there is no consensus among them as to precisely what an "ethnic minority" group is. Nor is there agreement in library education about the objectives, contents, structure or methods of ethnic service courses. Since ethnic service courses are relatively recent additions to the curricula of most library schools, as a rule, they lack the foundation of theoretical assumptions that support traditional library courses. Nor is there a long tradition of service practice to ethnic groups to draw upon for instructional purposes. Since, at this time, the ethnic specialists in library education do not base their instruction on a common body of knowledge, it is no wonder that traditionalists have a difficult time understanding them.

The question of academic freedom probably arises when arguments are made for the integration of any set of library or information concepts with the entire curriculum. This resistance is not reserved for ethnic concepts. Many faculty members believe that they reserve the right to decide what should be taught, and look upon any pressures to include any subject in their courses as an intrusion into their academic freedom. It is not the purpose of this paper to argue this point, but only to identify it as an obstacle to the integration of ethnic components.

We realize that the integration of ethnic service components with the entire curriculum is not easy to achieve, but we feel that integration must be done if education for library ethnic services is to achieve its full potential. These are our summary arguments for an integrated curriculum:

1. An integrated curriculum is a recognition by library schools that American society is composed of many different peoples, who preserve their cultures, traditions, heritages and languages. All librarians should be aware of the ethnic diversity among users and potential users of libraries and information centers.
2. All library students will benefit from an integrated curriculum because:
 - a) They will become more sensitive to the differences among the ethnic heritages of their clients. This sensitivity should lead to better inter-personal relations with ethnic peoples.
 - b) They will have a knowledge of the basic ethnic information sources with which to serve their clients.

- c) They will understand how ethnic factors influence the motives of ethnic clients to use, or reject library materials.
 - d) They will understand that the principles of community services — the heart of ethnic minority work — may be applied to any kind of community, geographical, cultural, educational, or otherwise.
 - e) It is the duty of all librarians to attract and encourage non-users to libraries. And since, ethnic minority peoples constitute a large group of non-users, librarians should know how to relate to them.
3. The ethnic specialist will have a more balanced view of how ethnic materials and services dovetail with traditional library services, and understand how the total range of library and information services may benefit their ethnic clients.

IV. A CURRICULAR MODEL FOR LIBRARY SERVICES TO ETHNIC GROUPS

The curricular model of library ethnic services depicted in this section proposes ethnic components which are integrated with the library school curriculum. Our method of presentation is to represent each ethnic component as an educational objective composed of three elements, which are:

- 1. the desired educational outcome of the objective expressed as service skills, knowledge to be acquired, or attitudes to be developed;
- 2. the content needed to achieve the objective;
- 3. the educational techniques appropriate to achieve the objective.

Of course, it is understood that there are many possible ethnic components

to be considered. These should be determined by the faculty of each library school, who should fashion them in a form suitable to the philosophy and style of the school. Our components are suggestions put forth for the sake of discussion and illustration.

We conceive of an integrated curriculum as a structure of three hierarchical levels, each of which is infused with a different order of ethnic components. At the first, the foundation level, are the ethnic components from which all library school students will benefit, regardless of their future clienteles. The courses at this level are the core courses, required of all students. At the second level are elective courses devoted to services and the bibliography of the various disciplines. This order of ethnic components is calculated to be of value to students whose clientele will include many, and perhaps diverse members of ethnic groups. These components are suitable for public, school and academic libraries in large urban areas, whose population is likely to contain a great ethnic mix. At the third level is the order of specialization. Here the ethnic components are designed for the needs of the ethnic specialist, the community or the outreach librarian.

We take this approach in recognition of the different goals and objectives and the priorities of library schools. Not all schools would want all three orders of ethnic components in their curricula. Indeed, it would be inappropriate for some schools to contain all. But we feel that all schools should consider the integration of some ethnic components into the courses at the first level of the curriculum.

* * *

A. Level I -- composed of the courses which constitute the core of the library school curriculum. These courses differ from school to school, but, according to Sarah Reed¹¹, they are most commonly:

- 1) Reference and bibliography
- 2) Cataloging and classification
- 3) Selection and acquisition
- 4) Introduction to librarianship; the library in society
- 5) Administration, management, and systems analysis

Ethnic Component - #1: Reference and bibliography

Objective: The student shall know basic information sources of special interest to ethnic groups, and be able to interpret them effectively to clients of diverse ethnic heritages.

Outcome: Knowledge of basic ethnic bibliographies and information sources; knowledge of the basic information needs of ethnic groups; skill in the reference interview and in the delivery of information to the ethnic client.

Content: Basic ethnic bibliographies and reference tools; techniques of inter-cultural communication.

Techniques: Special reading assignments; role playing; lectures by ethnic specialists, community or outreach librarians.

Ethnic Component - #2: Cataloging and classification

Objective: The student shall understand the cultural bias implicit in some standard subject headings.

Outcome: Knowledge of the nature of ethnic bias in subject headings; sensitivity to the feelings of ethnic groups about racism and sexism in subject headings.

Content: Information about racism in subject headings; illustrations of these in standard subject headings.

Techniques: Special readings; lectures by ethnic specialists.

Ethnic Component - #3: Selection and acquisition

Objective: The student shall be able to evaluate and select basic materials for ethnic groups, and be responsive to their special information needs.

Outcome: Knowledge of the selection criteria for different ethnic groups; knowledge of the educational and cultural needs of ethnic groups; receptiveness to the differences among ethnic groups.

Content: The criteria for the selection of ethnic materials; specialized selection sources of ethnic materials; readings of ethnic stereotyping and racism in media.

Techniques: Special reading assignments; lectures by ethnic specialists, community and outreach librarians.

Ethnic Component - #4: Introduction to librarianship; the library in society

Objective: The student shall be aware of the multiethnic character of American society, and know the basic principles of community library service.

Outcome: Knowledge of the principles of community library services; knowledge of outreach services to ethnic groups; awareness of the diversity among ethnic groups and their special information needs.

Content: Special readings on community and outreach library services; readings and films on special services, such as information and referral; observation of community and special library services.

Techniques: Special reading assignments; lectures by ethnic specialists, community and outreach librarians; field trips.

Ethnic Component - #5: Administration, management and systems analysis

Objective: The student shall know how community and outreach services are organized, managed, and funded.

Outcome: Knowledge of the structure of some library community and outreach services; knowledge of the special problems of management and funding of these programs; knowledge of the principles of decentralization; awareness of the need for non-traditional administrative and management skills and attitudes in community and outreach services.

Content: Reports on library community and outreach services; readings on decentralization and new administrative theories; practice in planning community services.

Techniques: Special reading assignments; simulation games; lectures by community and outreach librarians.

- B. Level II — composed of elective courses devoted to advanced bibliography and services to clients of different ages.

Ethnic Component - #6: Bibliography of the humanities, social sciences and government documents.

Objective: The student shall know the specialized information sources pertaining to ethnic groups, and be able to present and interpret them to members of diverse ethnic groups.

Outcome: Knowledge of special sources of ethnic information; bibliographic skill in organizing information for the use of the ethnic client; sensitivity to the needs, interests and abilities of members of diverse ethnic groups.

Content: Special information sources pertaining to ethnic groups; readings and practice in bibliographic organization.

Techniques: Specialized readings; exercises in bibliographic preparation; lectures by ethnic specialists, and community and outreach librarians.

Ethnic Component - #7: Children, young adult and adult service courses.

Objective: The student shall know the special interests and needs of the ethnic client, and be able to organize services for them.

Outcome: Knowledge of the needs, interests and abilities of ethnic clients; knowledge of ethnic factors in the motive to use or reject materials; knowledge of special programs of interest to ethnic communities.

Content: Readings in the needs, interests, and abilities of ethnic groups; theories of reading motivation and effects; the elements of program planning for the ethnic communities.

Techniques: Special reading assignments; field trips; role playing; lectures by ethnic specialists, community and outreach librarians.

C. Level III -- has to do with the education and training of ethnic minority specialists who would qualify as the community coordinator responsible for any and all ethnic groups. These specialists in turn could train other staff personnel to deal effectively with ethnic users and potential users.

The prime objectives in this training program for specialists would be:

Ethnic Component - #8: To educate and inform the students about the facts of ethnicity using the interdisciplinary approach.

Objective: The history, heritage and lifestyle as revealed by the academic disciplines such as history, anthropology, political science, sociology, psychology, linguistics, and social work.

Outcome: The knowledge gained here about attitudes, behavior patterns, and values for each ethnic group is basic to working with them in neighborhood settings, and involving them in the development of appropriate services and programs.

Content: Use of resource materials such as the December 1977 issue of the INTERNATIONAL JOURNAL OF GROUP TENSIONS devoted exclusively to: "Ethnic Minorities in the U. S.: Perspectives from the Social Sciences". Here the academicians with little exception attest to the new found significance of ethnicity

in their particular subject area. Armed with this information, our would-be specialist could design strategies linking the public library with each of the ethnic groups in the neighborhood. Support of special projects could be tied in with improving intergroup relations.

Techniques: Community surveys, field work, workshops, oral interviews with groups and individuals so as to identify specific interests and needs.

Ethnic Component - #9:

Objective: To sensitize the would-be specialists by self-analysis and group therapy to the important ingredients of interpersonal relations which will improve the daily contacts with the diverse ethnic elements in the community.

Outcome: Improvement of staff relations and approach to new potential ethnic users so as to make them regular library patrons.

Content: With the help of trained psychologists, sessions in role-playing and exchanging feelings about one's identity and attitudes towards minority groups will be necessary to come to grips with racism, sexism, discrimination, prejudice and stereotyping.

Techniques: Schedule of rap sessions with the use of relevant films will help increase understanding and raise the threshold of tolerance.

Ethnic Component - #10:

Objectives: To develop the skills, competencies and approaches in communicating with the ethnic public so as to design meaningful services and programs to bring them into the library orbit.

Outcome: New patrons will hopefully be attracted to library programs, e.g., literacy, film, I & R, etc.

Content: Cultural content programs planned with interested and leading members of each ethnic group.

Techniques: Skillful communication by newsletter, leaflets, telephone and direct interviews on the street are recommended here.

Ethnic Component - #11:

Objective: To develop skill and competency in maintaining foreign-language or multilingual collections reflecting the changing population patterns in the local area. Knowledge of bilingualism is introduced at this point.

Outcome: Collection-building including bilingual materials should improve after getting to know the changing demographic trends mainly with respect to the non-English speaking groups in the community.

Content: Here an advisory committee could help measure the real needs and evaluate the materials available from vendors who deal in foreign language materials.

Techniques: Organize an advisory committee for the major ethnic groups, to be available for regular consultation; contact other professionals in the field for the necessary information.

Ethnic Component - #12:

Objective: To train prospective specialists in the elements of outreach which involve the use of media, e.g., audio taping, video taping and film making for both archival and training purposes.

Outcome: Skill in audiovisual techniques makes it possible to reach more patrons, e.g., video interviews may be used for discussion groups.

Content: Aside from foreign language film programs, audio and video taping may be used to record cultural events for the archives.

Techniques: Focus on special programs for certain groups at particular times of the year for one group or multiple groups can be effective when audiovisual skills are used to support exciting content.

Ethnic Component - #13:

Objective: To train students in the case study method of research for use in field work in a particular area as the basis for special program designs.

Outcome: To keep up with changing demographic patterns, in-depth search and identification of ethnic groups will make program-planning more responsive.

Content: With the use of recent census tracts, a survey questionnaire would be appropriate for getting to know your community in addition to informal interviews.

Techniques: The case method as a research device can elicit vital information about the people in a particular neighborhood hitherto unexplored.

We have identified ethnic components for the various levels of the curriculum. Now we will present a specific example of a specialized ethnic course.

V. MODEL COURSE OF STUDY: 15 SESSIONS

Model Training Laboratory for Ethnic Minority Specialists

Sessions 1 - 3: Interethnic Human Relations

- # 1 -- Life experiences of the students; self image and self-analysis in relation to ethnic background.
- # 2 -- How we perceive others in interpersonal relations; e.g., professional colleagues and their ethnicity.
- # 3 -- As professionals, how do we perceive the ethnic groups in the community; are we prepared to give them equal treatment?

Sessions 4 - 9: Interdisciplinary Contributions to Understanding of Other Peoples; Exploration of the Community

- # 4 -- Anthropology: Cultural factors in human development.
- # 5 -- Sociology (including demography of changing ethnic population); behavior patterns among ethnic groups.
- # 6 -- Political Science: Ethnicity in politics, politics in ethnicity.
- # 7 -- Intergroup Relations: Building neighborhood coalitions.
- # 8 -- Social work: Special problems in negotiating the social service system.
- # 9 -- Linguistics: Language learning skills; bilingualism.

Session 10: Field trips to choice locations; community libraries and special sites.

Sessions 11 - 14: Applications to Library Service: Implementation

(target case studies)

- # 11 — Ethnic programming in relation to age, sex and socio-economic status; techniques of population analysis.
- # 12 — Communicating with ethnics; community relations, publicity, in-reach (orientation in library use), multi-lingual approaches.
- # 13 — Information for ethnics: multiethnic I & R (social service, citizenship, education, jobs).
- # 14 — Lifelong learning (literacy, English as a second language, new directions in independent learning, appropriate collections, ethnic materials).

Session 15: Summary and recapitulation: recommendations for new designs in service and programs; assessment of staff performance.

We have presented some of our ideas on education for multiethnic library services with the hope that library educators will be prompted to discuss, and perhaps consider, them for their own educational programs.

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